Accountability and Curriculum Reform Effort in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

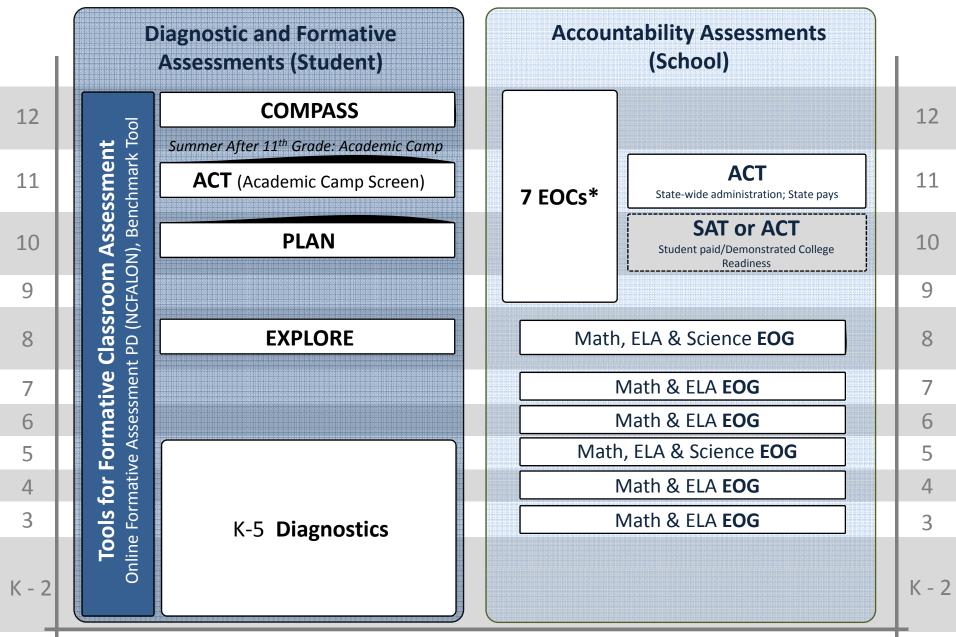
Post-Secondary Readiness and Diagnostic Assessment

October 6, 2010 GCS 1





Overview of Comprehensive Assessment



^{*} EOC: 25% of final grade--Physical Science, Biology, Civics & Economics, US History, Algebra I, Algebra II, English I



Emerging Vision

Aligning the <u>Framework for Change</u>, <u>RttT</u> and <u>Career and College:</u> <u>Ready, Set, Go!</u>

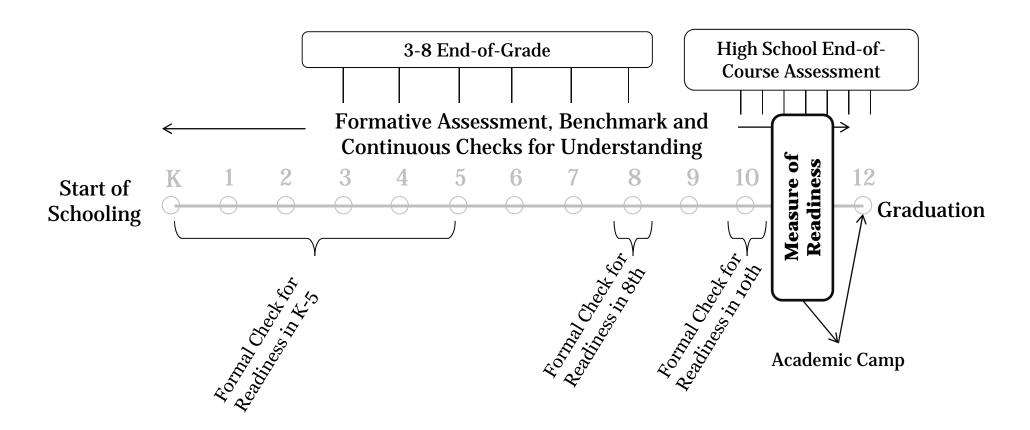
Three Categories of Assessment:

- 1) Non-Compulsory Formative and Benchmark Assessment Tools and Training (NC FALCON and RttT Benchmarking/Instructional Improvement System)
- **2) Diagnostic Assessments** (K-5 Diagnostic, EXPLORE, PLAN and ACT)
- **3) Compulsory Accountability Assessments** (EOG and EOC assessments and the ACT)



Emerging Vision

Another view





Indicators

Student Performance

Post-Secondary Readiness

> Student Growth

Graduation Rates

Math Course Rigor Based on authentic assessments (April 2010)

ACT

Robust measures using more historical data (April 2010)

5-year Cohort (April 2010)

Students meeting the Future-Ready Core requirements (August 2010)



Student Accountability

Recommendation:

Update the student accountability policies:

- Make gateways a local decision
- Require final grade to be 25% of the overall grade in 6-12 based on EOG and EOC assessments

Rationale:

- Practitioners support 25% policy
- Gateways are not actually functioning as gateways in many schools
- May help reinforce focus on performance throughout the year



What's Next?

Student Performance

Post-Secondary Readiness

> Student Growth

Graduation Rates

Math Course Rigor With established indicators we will...

Start Simulation

- Start with weighting guidance that has been suggested by stakeholders
- Test categorization systems starting with a four quadrant model
- Report simulation results in this winter